



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

News Items from the School of Education of the University of Chicago

ACTIVITIES OF MEMBERS OF THE DEPARTMENT OF EDUCATION

Dr. F. S. Breed is engaged during the Spring Quarter in preparing reports on spelling and handwriting for the Division of Tests and Measurements of the Virginia Survey Commission. These reports are based on the results of numerous tests which were given in the rural and village schools of Virginia. They will be published in Volume II of the Virginia Survey Report which is being edited by Dr. M. E. Haggerty, University of Minnesota.

Dr. J. F. Bobbitt is spending the Spring Quarter at the San Francisco Normal School. It will be recalled that this school has for some time been experimenting with different types of individual instruction. Those in charge of the school have invited Dr. Bobbitt to make a careful study of the results of these newer types of instruction. In this connection he is making wide use of standardized tests. His investigation should give definite information concerning the effectiveness of instruction when organized specifically to meet the needs of individuals rather than groups.

Dr. F. N. Freeman has just completed his study of opportunity classes. The results will be published in the *Elementary School Journal* early next autumn. Dr. Freeman is also working on a Manual of Handwriting. The first part of the book includes a statement of the principles which underlie the teaching of handwriting. The second part contains specific exercises for the various grades. The manual will probably be completed sometime during the summer.

CAREFUL STUDIES OF THE RESULTS OF READING INSTRUCTION

The members of the faculty of the University Elementary School have made wide use of tests during the current year in improving instruction. The procedure which has been followed can be illustrated by describing what has been done in reading.

During the Autumn Quarter tests were given in oral and silent reading in all grades from the first to the seventh inclusive. The

Standardized Reading Paragraphs were used in measuring oral-reading accomplishment, and *Courtis' Silent-Reading Test, No. 2* and *Monroe's Standardized Reading Tests* were used in measuring silent-reading accomplishment. The results were summarized in terms of the average scores by grades. These were represented graphically to show which phases of reading should be emphasized most in each grade during the year. Diagnostic charts for each grade were also made which showed the accomplishment of each pupil in various phases of oral and silent reading. These charts proved very valuable in determining the kind of instruction which individual pupils needed.

After the summaries and charts had been completed a general meeting of the faculty was called at which the results were discussed in detail. Recommendations were also made concerning the major problems of reading instruction for the current year. The record sheets and charts were then placed in the hands of the teachers who gave special consideration to their respective problems. Wherever necessary, classes were reorganized on the basis of pupil accomplishment, and special groups were organized for pupils who were notably weak along one or more lines. Special exercises were conducted to promote intelligent interpretation, increased rate of silent reading, and mastery of the rudimentary phases of reading.

Tests were given again in February to determine whether progress had been made. It was very gratifying to those interested to find that such marked improvement had been made that every grade scored distinctly above the standard scores for the end of the year. Furthermore, the progress of individual pupils was noteworthy in those cases which had presented genuine problems during the course of the year.

Three facts stood out clearly during the entire year: (1) determining the major problems of instruction in a given subject at the beginning of the year results in definiteness and economy of effort throughout the entire year; (2) diagnostic charts are very important helps in organizing instruction for classes and individual pupils; (3) when all the units of a school work together toward clearly defined ends, progress is greater and the results much more satisfactory.